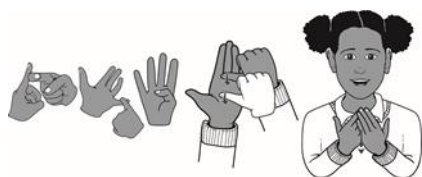
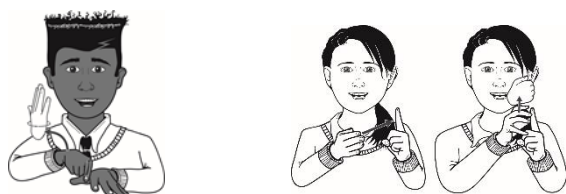


BSL Secondary Curriculum



Key Stage Four Programme of Study



Year 10	Learning Outcomes
Using Language: Productive Skills Pupils should be able to produce:	
Structure <ul style="list-style-type: none"> ★ BSL grammar and vocabulary, consolidated by building on their knowledge and practising the following: <ul style="list-style-type: none"> a. drawing on grammatical constructions from their signed narrative, and using these consciously in their language to achieve particular effects. b. using BSL terminology accurately and confidently in discussing the language. ★ and plan their use of BSL grammar and structure for different purposes and audiences. This will include selecting and organising information and ideas effectively and persuasively for informal and formal presentations and debates. ★ translations by reading English texts and then relaying/translating into BSL, not following English order. Additionally, to be able to use correct BSL grammar and structure including verbs, established signs, productive signs and fingerspelling. ★ self-reflections by watching BSL videos and narratives and reflect on their signing, making the required changes to improve their productive skills. ★ signing that is accurate, fluent, effective and at length for pleasure and information through: <ul style="list-style-type: none"> a. use of correct formal/informal register, adapting their signing for a wide range of purposes and audiences. b. selection and organisation of ideas, facts and key points using enumerations, and giving evidence, details and quotations. c. selection and use of appropriate vocabulary, BSL grammar, phonology, and narrative structural and BSL features. 	
Vocabulary	

<ul style="list-style-type: none"> ★ and consolidate their knowledge of grammar and vocabulary by drawing on new vocabulary and grammatical constructions from their signed narrative and using these consciously. ★ signing that is accurate, fluent, effective and at length for pleasure and information by using BSL features such as affirmations/negations, manner, fingerspelling and aspect.
<p>Lip-Patterns</p> <ul style="list-style-type: none"> ★ lip-patterns by drawing on previous learning to use appropriately, focusing on correct use of accurate mouthing and/or lip-patterns used in BSL with prompts. ★ consistent use of lip-patterns by recapping on their prior learning.
<p>Description/NMF</p> <ul style="list-style-type: none"> ★ improvisations, to rehearse and perform play scripts and BSL poetry in order to generate language, discuss language use and its meaning. Additionally, use role shift, manner, aspect, inflection, morphology, NMF and classifiers, affirmations and negations. ★ a range of classifiers to show Size & Shape / Body (begin to). ★ signing that is accurate, fluent, effective and at length for pleasure and information (begin to): <ul style="list-style-type: none"> a. to describe, narrate, explain, instruct, give and respond to information, and debate. b. by using referents effectively, including role-shift and affirmations/negations.
<p>Handshapes</p> <ul style="list-style-type: none"> ★ handshapes by drawing on previous learning to use them accurately and pay attention to fluidity. Additionally, to apply their knowledge of handshapes from analysing more challenging fluent signers. ★ a range of classifiers to show Part / Whole Entity / Handling classifiers (begin to). ★ verbs fluently for example plain, agreement and spatial verbs (begin to).
<p>Fingerspelling</p> <ul style="list-style-type: none"> ★ fingerspelling by drawing on previous learning to use appropriate rules for fingerspelling, handshapes and use of dominant hand. ★ competent fingerspelling by using knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.
<p>Understanding Language: Receptive Skills</p> <p>Pupils should understand:</p>
<p>Structure</p> <ul style="list-style-type: none"> ★ a wide range of high-quality, challenging, BSL narratives and extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling. ★ signing by drawing on knowledge of the purpose, audience and context of the signing. Additionally, develop knowledge of its social context, history, culture and region to which it belongs, to inform evaluation

<ul style="list-style-type: none"> ★ and identify BSL features and interpret them. ★ how to make critical comparisons, referring to the contexts, themes, characterisation, style of signing clips. ★ how to evaluate clips demonstrating their knowledge of BSL grammar and structure and how it is used for different purposes and effects. ★ BSL grammar and structure and show their understanding through discussion and debate, for example: <ul style="list-style-type: none"> a. Fingerspelling b. Affirmation / Negation c. Verbs – Plain / Agreement / Spatial d. Aspect e. Manner f. Classifiers – Size & Shape (extension & surface) / Body Parts (limbs) / Whole Entity / Handling g. Enumerators / List buoys h. Established Signs i. Productive Signs j. Inflectional Morphology k. Role Shift l. Phonology - Orientation/Location/Movement/Handshape/NMF m. NMF n. Style / Informal / Formal
<p>Vocabulary</p> <ul style="list-style-type: none"> ★ how to analyse a BSL narrative (sign language user), identifying the use of vocabulary, signing style and registers, grammatical and structural features, and evaluating their effectiveness and impact.
<p>Lip-Reading</p> <ul style="list-style-type: none"> ★ and identify how lip patterns / mouthing are used with signs in signed sentences.
<p>Description/NMF</p> <ul style="list-style-type: none"> ★ and identify evidence in the BSL clips to support a point of view, including answering questions. ★ how to make comparisons, referring to the contexts, themes, characterisation, style and signing clips.
<p>Directionality</p> <ul style="list-style-type: none"> ★ simple signed sentences including plain, spatial and agreement verbs, classifiers.
<p>Comprehension</p> <ul style="list-style-type: none"> ★ a wide range of high-quality, challenging, BSL narratives, extended films, programmes, news, in-vision signing, vlogs, podcasts, reporting and storytelling. ★ and watch BSL clips and translate them into simple written texts showing an understanding of the context. ★ and analyse video clips independently for challenge, interest and enjoyment and to develop their receptive skills.

Pupils should be taught to:

- ★ develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for productive skills, including communication and interaction.
- ★ acquire and use a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for receptive skills including communication and interaction.
- ★ develop the habit of continually signing informally and formally in different situations.
- ★ appreciate our rich and varied Deaf culture, community and history.
- ★ sign fluently using the appropriate register, adapting their language and style for a range of contexts, purposes and audiences.
- ★ participate in discussion/debate; they should be able to elaborate and explain clearly their understanding and ideas.
- ★ watch BSL videos, narratives and formal presentations.